

**DCSD 4th Grade ELA Curriculum Guide**

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to Support Differentiation and Student Engagement	Resources
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**Language (Not Embedded in Writing Standards)**

L. CCR.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	We will describe the meaning of figurative language.		<ul style="list-style-type: none"> <li>Figurative language</li> </ul>		
L. CCR.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.4.5a Explain the meaning of simple similes and metaphors (e.g. <i>as pretty as a picture</i> ) in context.	<p>We will explain the meaning of simple similes in text.</p> <p>We will explain the meaning of simple metaphors in text.</p> <p>We will identify and explain the meaning of common idioms.</p> <p>We will identify and explain the meaning of common adages.</p> <p>We will identify and explain the meaning of common proverbs.</p>	<p>Examples: Idiom-“It’s raining cats and dogs”.</p> <p>Adage-a saying that embodies a common observation: “The early bird gets the worm.”</p> <p>Proverb- a short saying widely used to express an obvious truth. “Practice make perfect”.</p>	<ul style="list-style-type: none"> <li>Simile</li> <li>Metaphor</li> </ul>		

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L. CCR.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	<p>We will identify and explain the meaning of common idioms.</p> <p>We will identify and explain the meaning of common adages.</p> <p>We will identify and explain the meaning of common proverbs.</p>	<p>Examples: Idiom-"It's raining cats and dogs".</p> <p>Adage-a saying that embodies a common observation: "The early bird gets the worm."</p> <p>Proverb- a short saying widely used to express an obvious truth. "Practice make perfect".</p>	<ul style="list-style-type: none"> <li>• Idiom</li> <li>• Adage</li> <li>• Proverb</li> </ul>		

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<p>L. CCR.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>We will be able to relate words to their opposites (antonyms).  We will be able to relate words to words with similar meanings (synonyms).</p>	<p>Examples: Idiom-"It's raining cats and dogs".  Adage-a saying that embodies a common observation: "The early bird gets the worm."  Proverb- a short saying widely used to express an obvious truth. "Practice make perfect".</p>	<ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Synonyms</li> </ul>		

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**Reading Foundational Skills**

	<p>RF.4.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar words in context and out of context.</p>	<p>We will use our knowledge of phonics and word structure to read unfamiliar multisyllabic words.</p> <p>We will read unfamiliar multisyllabic words with accuracy.</p>		<ul style="list-style-type: none"> <li>• Affixes</li> <li>• Root word</li> <li>• Base word</li> <li>• Chunks</li> <li>• Syllables</li> <li>• Correspondences</li> <li>• Multisyllabic</li> </ul>		<p><a href="#">Greek and Latin Root Definitions</a></p> <p><a href="#">If the Clue Fits</a></p> <p><a href="#">Phonics Word List Samples</a></p> <p><a href="#">Prefix and Suffix Activities</a></p> <p><a href="#">Root Words, Roots and Affixes</a></p> <p><a href="#">Top 10 Resources on Spelling and Word Study- Reading Rockets</a></p> <p><a href="#">Root Hoot</a></p> <p><a href="#">Root Rap</a></p> <p><a href="#">Scholastic Syllable Activities</a></p> <p><a href="#">Syllable Game</a></p> <p><a href="#">Syllable Score</a></p> <p><a href="#">Word Parts Activity- Fluency</a></p> <p><a href="#">Word Way activity</a></p> <p><i>Words Their Way</i></p>
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	RF.4.4a Read on-level text with purpose and understanding.	We can read or explain about what we read				
	RF.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	We can orally read prose and poetry with expression.  We can adjust our reading rate to match the purpose.  We can determine the appropriate phrasing when reading poetry.		<ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Prose</li> <li>• Poetry</li> <li>• Expression</li> </ul>		
	RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	We can make corrections while reading orally.  We can make changes to improve our understanding after reading.		<ul style="list-style-type: none"> <li>• confirm</li> <li>• context</li> <li>• decode</li> <li>• self-correct</li> <li>• strategies</li> <li>• pronunciation</li> </ul>		

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**Reading Informational Text**

<p>R. CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>We will use details and examples from the text to explain what the author is saying.</p>		<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Explicit/explicitly</li> <li>• imply/implicitly</li> <li>• inference/infer</li> <li>• Informational text</li> <li>• Reference/refer</li> </ul>		<p>Response to Literature</p> <p><a href="#">Guided Comprehension: Self-Questioning</a></p> <p><a href="#">Enhancing Comprehension and Test Taking Across Grades/Content Areas-</a> article</p>
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<p>R. CCR.2 Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>We will determine the main idea of a text and explain how it is supported by key details.</p> <p>We will summarize the text in our own words.</p>		<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Key details</li> <li>• Main idea</li> <li>• Summarize/summary</li> <li>• Supporting details</li> <li>• Topic sentence</li> </ul>		<p>Thinking Maps</p> <p>Response to Literature</p> <p><a href="#">Addressing the Challenges of Reading Information Texts-podcast</a></p> <p><a href="#">Finding the Main Idea of a Nonfiction text Article</a></p> <p><a href="#">Key Concept Synthesis</a></p> <p><a href="#">Main Idea lesson</a></p> <p><a href="#">Two-Column Note Taking and Summarizing</a></p> <p><a href="#">Paraphrasing Informational Text lesson</a></p> <p><a href="#">Teaching Science Through Picture Books: A Rainforest Lesson</a></p> <p><a href="#">Teaching History.org</a></p> <p><a href="#">NASA for Students in K-4</a></p> <p>Response to Literature</p> <p>Thinking Maps- Multi- flow Map Flow Map</p>

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<p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p>	<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>We will explain events and procedures in a text including what happened and why, using specific information from the text.</p>		<ul style="list-style-type: none"> <li>• Historical</li> <li>• Scientific</li> <li>• Technical</li> <li>• Technical text</li> </ul>		<p>Thinking Maps</p> <p>Response to Literature</p> <p><a href="#">Addressing the Challenges of Reading Information Texts-podcast</a></p> <p><a href="#">Finding the Main Idea of a Nonfiction text Article</a></p> <p><a href="#">Key Concept Synthesis</a></p> <p><a href="#">Main Idea lesson</a></p> <p><a href="#">Two-Column Note Taking and Summarizing</a></p> <p><a href="#">Paraphrasing Informational Text lesson</a></p> <p><a href="#">Teaching Science Through Picture Books: A Rainforest Lesson</a></p> <p><a href="#">Teaching History.org</a></p> <p><a href="#">NASA for Students in K-4</a></p> <p>Response to Literature</p> <p>Thinking Maps- Multi- flow Map Flow Map</p>



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<p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.</p>	<p>RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>We will use context clues to determine the meaning of unknown words.</p> <p>We will use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of unknown words.</p> <p>We will use a glossary, dictionary, or thesaurus to determine the meaning of unknown words in text.</p>		<ul style="list-style-type: none"> <li>• Affix</li> <li>• Connotation</li> <li>• context clues</li> <li>• definitions</li> <li>• examples</li> <li>• Greek affixes</li> <li>• Greek roots</li> <li>• Latin affixes</li> <li>• Latin roots</li> <li>• Glossary</li> <li>• Prefix</li> <li>• Root</li> <li>• Suffix</li> <li>• Restatements</li> <li>• Tone</li> <li>• Thesaurus</li> </ul>		<p><a href="#">Anticipation Guide</a></p> <p><a href="#">Determining the Meaning of Unknown Words-video</a></p> <p><a href="#">Making Vocabulary Interactive</a></p> <p><a href="#">Marzano's Six Steps to Effective Vocabulary Instruction</a></p> <p><a href="#">Online Dictionary Resource</a></p> <p><a href="#">20 Strategies to Teach Text Structure</a></p> <p><a href="#">Text Structure Strategy</a></p> <p><a href="#">Exploring Cause and Effect Using Expository Texts</a></p> <p><a href="#">How to Teach Expository Text Structures</a></p> <p><a href="#">Teaching and Learning with the NY Times</a></p> <p><a href="#">Teaching Text Structure</a></p> <p><a href="#">Teaching Text Structure-lessonText Structure Resources</a></p> <p><a href="#">Text Structure Video</a></p> <p>Response to Literature Write From the Beginning</p>

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<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>We will identify and describe the overall structure in a text.</p>		<ul style="list-style-type: none"> <li>• Cause</li> <li>• Chronological/</li> <li>• Chronology</li> <li>• Compare</li> <li>• Contrast</li> <li>• Descriptive</li> <li>• effect</li> <li>• event</li> <li>• organized</li> <li>• problem</li> <li>• result</li> <li>• sequence</li> <li>• solution</li> <li>• text structure</li> <li>• transitions</li> </ul>		<p><a href="#">Anticipation Guide</a></p> <p><a href="#">Determining the Meaning of Unknown Words-video</a></p> <p><a href="#">Making Vocabulary Interactive</a></p> <p><a href="#">Marzano's Six Steps to Effective Vocabulary Instruction</a></p> <p><a href="#">Online Dictionary Resource</a></p> <p><a href="#">20 Strategies to Teach Text Structure</a></p> <p><a href="#">Text Structure Strategy</a></p> <p><a href="#">Exploring Cause and Effect Using Expository Texts</a></p> <p><a href="#">How to Teach Expository Text Structures</a></p> <p><a href="#">Teaching and Learning with the NY Times</a></p> <p><a href="#">Teaching Text Structure</a></p> <p><a href="#">Teaching Text Structure-lessonText Structure Resources</a></p> <p><a href="#">Text Structure Video</a></p> <p>Response to Literature Write From the Beginning</p>

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<p>R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>We will compare a firsthand and a secondhand account of the same event or topic, describing difference in focus and information.</p>		<ul style="list-style-type: none"> <li>• Account</li> <li>• Firsthand</li> <li>• Secondhand</li> <li>• Focus</li> <li>• Perspective</li> <li>• Point of view</li> <li>• Primary source</li> <li>• Secondary source</li> <li>• Style</li> </ul>		<p><a href="#">Elementary Lesson for Primary and secondary Sources (includes a link to a PowerPoint)</a></p> <p><a href="#">Go West: Imagining the Oregon Trail</a></p> <p><a href="#">Primary vs. Secondary Sources</a></p> <p><a href="#">Slave Narratives: Constructing U.S. History Through Analyzing Primary Sources</a></p> <p><a href="#">Using Primary Resources</a></p> <p><a href="#">Lincoln's First Inaugural</a></p> <p>Response to Literature</p> <p>Write From the Beginning</p>

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<p>R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animation, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>We will interpret and describe how text features help us understand the text.</p> <p>We will interpret and describe how visual/digital elements help us to understand text.</p>		<ul style="list-style-type: none"> <li>• Diagrams</li> <li>• Illustrations</li> <li>• Maps</li> <li>• Photographs</li> </ul>		<p><a href="#">Traveling Terrain: Comprehending Non-fiction Text on the Web</a></p> <p><a href="#">Text Features within a Biography-video</a></p> <p><a href="#">Text Mapping lesson</a></p> <p><a href="#">Using Science Text to Teach Organizational Features of Non-Fiction</a></p> <p><a href="#">Using Text Features</a></p> <p>Response to Literature</p> <p>Write From the Beginning</p> <p><a href="#">Identifying Supporting Evidence from a Text: What is a Hero?</a></p> <p><a href="#">Is That a Fact?</a></p> <p><a href="#">Reader Response Lesson</a></p>

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<p>R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>We will explain how an author supports their point of view with reasons and evidence.</p>		<ul style="list-style-type: none"> <li>• Argument</li> <li>• Evidence</li> <li>• Points</li> <li>• Reasons</li> <li>• Support</li> <li>• Themes</li> <li>• Validity</li> </ul>		<p><a href="#">Traveling Terrain: Comprehending Non-fiction Text on the Web</a></p> <p><a href="#">Text Features within a Biography-video</a></p> <p><a href="#">Text Mapping lesson</a></p> <p><a href="#">Using Science Text to Teach Organizational Features of Non-Fiction</a></p> <p><a href="#">Using Text Features</a></p> <p>Response to Literature</p> <p>Write From the Beginning <a href="#">Identifying Supporting Evidence from a Text: What is a Hero?</a></p> <p><a href="#">Is That a Fact?</a></p> <p><a href="#">Reader Response Lesson</a></p>

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R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject.	We will integrate information from two texts on the same topic to write or talk about the subject.		<ul style="list-style-type: none"> <li>Integrate</li> <li>synthesize</li> </ul>		<p>Write From the Beginning-Compare and Contrast</p> <p><a href="#">Comprehending Multiple Texts</a></p> <p><a href="#">Exploring Compare/Contrast in Expository Texts</a></p> <p><a href="#">Inquiry Chart</a></p> <p><a href="#">Using Multiple Texts-article</a></p>
R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI. 4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	We will read and comprehend grade-level informational texts.		<ul style="list-style-type: none"> <li>Integrate</li> <li>synthesize</li> </ul>		<p>Write From the Beginning-Compare and Contrast</p> <p><a href="#">Comprehending Multiple Texts</a></p> <p><a href="#">Exploring Compare/Contrast in Expository Texts</a></p> <p><a href="#">Inquiry Chart</a></p> <p><a href="#">Using Multiple Texts-article</a></p>

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**Reading Literature**

<p>R. CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>	<p>RL.4.1 Refer to details and examples in a text when explain what the text says explicitly and when drawing inferences from the text.</p>	<p>We will ask and answer questions about a text, using evidence from the text to support our answers.</p>		<ul style="list-style-type: none"> <li>• Explicit/explicitly</li> <li>• Evidence</li> <li>• Imply/Implicit</li> <li>• Inference/infer</li> <li>• Reference/refer</li> </ul>		<p>Response to Literature</p> <p><a href="#">Citing Evidence in Your Own Words</a></p> <p><a href="#">Explicit versus Implicit Definition</a></p> <p><a href="#">Guided Comprehension: Self Questioning</a></p> <p><a href="#">Locating Evidence in a Text-Video</a></p> <p><a href="#">More Incredible Inferences</a></p> <p><a href="#">QAR Strategy-article</a></p> <p><a href="#">Weighing Evidence From a Text</a></p>
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<p>R. CCR.2 Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>We will determine the theme of a story, drama or poem.</p> <p>We will summarize the central idea of a text citing details from the text.</p>		<ul style="list-style-type: none"> <li>• Drama</li> <li>• Inference/infer</li> <li>• Summarize/ Summary</li> <li>• Theme</li> </ul>		<p><a href="#">Identifying Theme through Character's Actions</a></p> <p><a href="#">Narrative Text Structure</a></p> <p><a href="#">Summary Step Up</a></p> <p><a href="#">Teaching Theme Analysis in Layers</a></p> <p><a href="#">Understanding Literary Theme</a></p> <p><a href="#">What Did the Main Character Learn?</a></p> <p>Response to Literature</p>

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<p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p>	<p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character's thoughts, words, or actions).</p>	<p>We will describe character actions in a story using specific details from the text.</p> <p>We will describe the setting of a story using specific details from the text.</p> <p>We will describe action(s) from a story based on details from the text.</p>		<ul style="list-style-type: none"> <li>• Drama</li> <li>• Event</li> <li>• Physical attribute</li> <li>• Setting</li> <li>• Character</li> </ul>		<p><a href="#">Character Considerations</a></p> <p><a href="#">Charting Characters for a Complete Understanding of the Story</a></p> <p><a href="#">Exploring Character Development</a></p> <p><a href="#">Graphing Plot and Character</a></p> <p><a href="#">Plotting the Plot</a></p> <p><a href="#">Tracking Character Development</a></p> <p><a href="#">Tracking Characters' Actions and Feelings</a></p> <p><a href="#">Tracking Setting</a></p> <p><a href="#">Visualizing Setting in a Poem</a></p> <p><i>Write From the Beginning</i></p> <p>Response to Literature</p>

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<p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.</p>	<p>RL4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>We will use context clues to determine the meaning of unfamiliar words and phrases in a text.</p> <p>We will determine the meaning of words and phrases in a text that refer to significant characters found in mythology.</p>		<ul style="list-style-type: none"> <li>Mythology</li> </ul>		<p><a href="#">Anticipation Guides</a></p> <p><a href="#">Determining the Meaning of Unknown Words</a></p> <p><a href="#">Teaching Idioms</a></p> <p><a href="#">Investigating Word Meaning-video</a></p> <p><a href="#">Making Vocabulary Interactive</a></p> <p>Response to Literature</p>

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<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>We will explain the major differences between poems, dramas, and prose.</p> <p>We will refer to specific parts of a poem using terms such as <i>verse, stanza, rhythm, and meter</i> when speaking or writing about a text.</p> <p>We will refer to specific parts of a drama using terms such as <i>characters, dialogue, and stage directions</i> when speaking or writing about a text.</p>		<ul style="list-style-type: none"> <li>• Cast</li> <li>• Chapter</li> <li>• Dialogue</li> <li>• Drama</li> <li>• Meter</li> <li>• Poem</li> <li>• Prose</li> <li>• Rhythm</li> <li>• Scene</li> <li>• Sound devices</li> <li>• Stage directions</li> <li>• Stanza</li> <li>• Structure</li> <li>• Verse</li> </ul>		<p><a href="#">Distinguishing a Poem from Prose</a></p> <p><a href="#">Genre Study: A Collaborative Approach</a></p> <p><a href="#">Rereading and Retelling to Understand a Poem</a></p> <p><a href="#">Seasonal Poetry and Art Units</a></p> <p><a href="#">Reader's Theater</a></p> <p><a href="#">What Makes Poetry? - Exploring Line Breaks</a></p> <p><a href="#">What Makes Poetry? – Contrasting Poetry and Prose</a></p> <p>Response to Literature</p>

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<p>R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL. 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>We will compare and contrast the point of view of the narrator in different stories.</p> <p>We will identify the difference between first- and third-person narrations.</p>		<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Narrator</li> <li>• Perspective</li> <li>• Point of view                             <ul style="list-style-type: none"> <li>- First-person</li> <li>- Third-person</li> </ul> </li> </ul>		<p><a href="#">Establishing a Point of View in Narratives</a></p> <p><a href="#">Identifying the Narrator</a></p> <p><a href="#">Point of View/Narrator's Perspective-video lesson</a></p> <p><a href="#">Teaching Point of View with Mentor Texts</a></p> <p><a href="#">Point of View Study Unit-</a> a 3<sup>rd</sup> grade unit that can also be used in 4<sup>th</sup> grade</p> <p><a href="#">Teaching Point of View with <i>Two Bad Ants</i></a></p> <p>Response to Literature</p>
<p>R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>			<ul style="list-style-type: none"> <li>• Compare</li> <li>• Connections</li> <li>• Description</li> <li>• Directions</li> <li>• Presentations of text (written, oral, visual)</li> </ul>		<p><a href="#">Get the Reel Scoop: Comparing Books to Movies</a></p> <p><a href="#">Mark Teague Interview</a></p> <p><a href="#">Reading Through the Arts-</a> questions to prompt deeper thinking about a book's illustrations</p> <p><a href="#">Teaching with Illustrators</a></p>

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<p>R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RL. 4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>We will compare texts with similar themes, including stories and myths.</p>		<ul style="list-style-type: none"> <li>• Culture</li> <li>• Literary work</li> <li>• Patterns of events</li> <li>• Theme</li> <li>• Topics</li> </ul>		<p><a href="#">Author Study Tool Kit</a></p> <p><a href="#">Identifying Universal themes Across Cultures</a></p> <p><a href="#">Themes List</a></p> <p>Response to Literature</p>
<p>R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>We will use our reading strategies to help us comprehend the text</p>				

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## Glossary of Writing Terms

**academic language**—vocabulary and phrasing used in textbooks, in classrooms, and on tests; a way of saying or writing something using different words and structure from everyday spoken English

**alternate claim**—different view of an issue or topic; ideas or opinions that differ

**ambiguous**—something that is unclear, confusing, or can be understood in more than one way

**analyze**—to examine carefully and in detail to identify causes, key factors, possible results, etc.; to study something closely

**argumentative writing**— a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid; using persuasive strategies to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem

**appeals to emotion**—manipulating the emotions, rather than the reason or logic, of an audience in order to convince readers of a point of view or a course of action

**audience awareness**—the degree to which the writer understands the intended readers of the work, and their particular characteristics and needs

**audience**—the intended readers of a particular piece of writing

**balance**—the arrangement of words, phrases, or ideas so that two or more concepts or sections are given equal emphasis

**citation**—reference to a published or unpublished source with name, date, and/or page; to mention something as an example, especially one that supports, proves, or explains an idea or situation; to give the exact words or ideas of something that has been written; direct quotation, summarizing, paraphrasing, mentioning the source briefly, or using the ideas from a source

**claim**—saying that something is true; the main idea or thesis statement in argumentative writing and is supported by evidence

**closure**—when an event or problem is brought to an end, or the feeling that something has been completely dealt with; a feeling that something is finished

**cohesion**—when the ideas or parts of a written piece are connected in a reasonable way and form a united whole

**completeness**—a sense that all parts, details, facts, etc. are included and nothing is missing; brought to an end

**conclusion**—the end portion of an essay where the writer supplies a good sense of closure; a creative re-statement of the thesis statement, controlling idea, or theme; a brief review of the main points of the essay

**content**—the subject or topic covered in a piece of writing (also see ideas)



**controlling idea**—the main idea or thesis that a writer develops, expressing a definite opinion or attitude about a topic

**context**— the situation, events, or information that are related to something and help you to understand it; the social or cultural situation in which a written message occurs

**conventions**—the agreed upon ways to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read

**counter claim**—the opposite view of an issue or topic; a contradicting idea or opinion

**credible sources**—relevant journals, books, articles, websites, newspapers, and other places of information that are reliable and trustworthy

**detail**—a single feature, fact, or piece of information about something

**development**—the specific details, examples, anecdotes, etc. that are added to a paragraph or essay to develop its main idea(s), reveal the writer's depth of understanding, and offer insight to readers; common patterns of development include narration, description, definition, example, division, classification, comparison and contrast, analogy, cause and effect, and process

**dialogue**—written conversation between two or more persons; an exchange of ideas and opinions

**domain-specific vocabulary**—words and phrases specific to a particular field of study, such as the human body

**drift in focus**—moving away from the purpose or intent; to deviate or vary from the original statement of purpose

**edit**—to improve the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience

**elaborative techniques**—using sensory details, facts and statistics, incidents, specific examples, quotations, and charts or graphs to prove the argument and make your writing more interesting

**engages reader**—attracting and keeping the attention of the audience; the audience is likely to think the writing is interesting; the audience becomes involved in order to better understand

**even development**—depth and balance in the exploration or examination of the topic (i.e., even development from beginning to middle to end, or even development between main idea and supporting details, or even development between supporting ideas with examples and details)

**evidence**—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis that can be evaluated by others; anything that makes you believe something is true

**extraneous ideas**—something that does not belong or is not proper; not pertinent; irrelevant

**fact**—a piece of information that can be proven true

**figurative language**—language enriched by word images and figures of speech

**flaw**—a mistake or a weakness that makes something imperfect

**focus**—relationship of supporting details to the main idea(s), theme, or unifying point

**formatting**—the aspects of the physical appearance of written work (i.e., font size, titles, headings, subheadings, citations)

**formal style**—objective and precise language used in scholarly books and articles, technical reports, and research papers

**ideas**—the interesting, important, and informative details the writer includes; the main message, the content of the piece, and the main theme, together with all the supporting details; the unusual, the unique, and the bits and pieces that a writer includes

**imagery**—the use of language to create sensory impressions

**informative/explanatory writing**—writing that conveys information accurately; this kind of writing serves to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept

**insight**—the capacity to discern the true nature of a situation; a grasping of the inward or hidden nature of things or of perceiving in an intuitive manner

**integrated**—combining, organizing, or structuring many ideas or parts that work well together

**introduction**—the beginning portion of an essay where the writer captures the readers' attention, provides background information about the topic, motivates readers to continue reading and, for more formal essays, contains the thesis statement

**irrelevant**—something that is not useful or not connected to the topic

**logical progression**—when the reader can follow the writer's ideas; ordering paragraphs so that there is a meaningful beginning, bridging one paragraph or idea to the next, and ending with a sense of closure

**main idea (controlling idea)**—the primary topic of a passage, whether explicitly expressed or implied

**mode**—types of writing generally centered on the writer's purpose, including opinion/argument, informative/descriptive, and narrative in the Common Core Standards

**narrative techniques**—procedures or methods an author uses to convey an experience (i.e., pacing, description, reflection, narration, dialogue, point of view, foreshadow, flashback)

**narrative writing**—conveys experience, either real or imaginary, and uses time as its deep structure; can be used for many purposes (to inform, instruct, persuade, or entertain)

**obscure meaning**—to make it difficult to know or understand; to prevent something from being understood clearly

**opening**—the beginning or first part (also see introduction)

**opinion writing**—a developing form of argument where the writer expresses ideas or states what is believed about a subject; providing examples, offering reasons, and explaining cause and effect to extend a belief, attitude, or judgment

**opposing claim**—the other side of an issue or topic; ideas or opinions that are completely different

**organizational structure**—a writing pattern that connects ideas, including comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns

**organization**—the way the writer moves from one idea to the next; information is given to the reader in the right amount and at the right time so that the reader does not lose interest

**orients reader**—introduce the subject to the audience

**pacing**—the rate at which main ideas and development are presented in a piece of writing

**paraphrase**—expressing what others have said or written in a different way; a restatement or rewording

**persuasive strategies/techniques**—writing methods that appeal to a reader's emotions, ethics, or logics

**plagiarism**—to steal the ideas and words of another and pass them off as his/her own; using another person's words, ideas, or work as his/her own; an idea, phrase, or story that has been copied from another person's work without stating the source

**plot**—events that make up a story

**precise language**—using the right wording; avoiding too many words or unnecessary figurative language

**purpose**—the reason or reasons a person writes something (to express, to describe, to explore/learn, to entertain, to inform, to explain, to argue, to persuade, to evaluate, to problem solve, or to mediate)

**quotation**—a sentence or phrase from a book, speech, etc. that is repeated in a piece of writing; to repeat exactly what someone else has said or written

**reasoning**—a process of thinking carefully about something in order to make a judgment; the explanation for why a claim is made; the links between evidence and claim

**reasons**—the cause or explanation for something that happens; why someone decides to do something

**relevant**—directly relating to the subject

**response**—writing that is stimulated by a question, task, or prompt

**sensory detail**—specific details relative to sight, sound, smell, touch, and taste working together in harmony to create concrete images and strengthen writing

**sentence formation**—one of five basic patterns around which most English sentences are built (Subject-Verb, Subject-Verb-Object, Subject-Verb-Adjective, Subject-Verb-Adverb, Subject-Verb-Noun)

**sequencing**—the arrangement or ordering of ideas and content in a piece of writing, including chronological, hierarchical, developmental, easy to difficult, part to whole, simple to complex, thematic, and whole to part

**stance**—the attitude on a particular matter; point of view

**source**—a person, book, or document used largely for information, as in research

**structure**—the organization of ideas and content within a piece of writing at the sentence, paragraph, or essay level

**support**—the quality of details and examples either illustrating, explaining, or defending the central theme, idea, or thesis statement

**sustained**—keeping the controlling or main idea, theme, or focus going throughout the writing; not interrupting or weakening

**syntactic variety**—having different types of sentences

**syntax**—the rules of grammar which control the ways words are arranged to form sentences or phrases

**thesis statement**—a statement that clearly delineates the argument or central idea that will be explored in a piece of writing (also see controlling idea)

**tone**—the author's attitude toward a topic as reflected in his or her writing

**topic**—the subject matter with which a writer is working in a particular piece of writing

**transitional strategies**—methods of connecting sentences, paragraphs, and ideas; words, phrases, clauses, or full sentences that signal relationships; cues that help the reader see the logic of how ideas fit together

**transitions**—words, terms, phrases, and sentence variations used to arrange and signal movement of ideas (i.e., next, and then, in the end, another reason, after that we went, on the other hand)

**uneven**—not regular or constant; not uniform or varying in number or quality

**unity**—combining or ordering parts of writing so that it has an undivided effect; singleness of effect or symmetry and consistency of style

**usage**—the way words are used in a language (see also syntax)

**word choice**—the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader; to use everyday words well